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| EDCI 700  Theory Development |  | Instructor: Sydney Brown E-Mail: [Your E-Mail] Phone: [Your Phone] Office: [Location] Office Hours: [Hours] |
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| Description This module supports candidates in utilizing theoretical frameworks for application in deepening understanding of current and future trends in curriculum and instruction. The module facilitates broadening of candidates’ perspectives to systemic change focusing on identifying organizational opportunities for growth and improving stakeholder engagement.  Rationale  To facilitate continuous improvement, leaders in curriculum and instruction need clear understanding of how issues at the site or district levels reflect or contradict issues at national and global levels and how these issues might be analyzed and interpreted within theoretical frameworks. Through this macro-level understanding, leaders can better identify specific opportunities for improvement that will result in change that is both powerful and sustainable.  Goals  Module goals include deepening candidate understanding of:   * Current and future trends in the field of curriculum and instruction * Systemic change * Organizational opportunities for growth * Stakeholder engagement  Objectives As a result of work in this module, candidates will:   1. Facilitate discussions and activities related to course goals 2. Participate in discussions and activities related to course goals 3. Conduct a school level comprehensive needs assessment 4. Conduct a school level organizational analysis 5. Facilitate collaboration among site level colleagues in data collection and analysis related to the comprehensive needs assessment 6. Utilize data collected in the comprehensive needs assessment to identify opportunities for improving outreach and collaboration with various stakeholders  Teacher Leader Model Standards The following Teacher Leader Model Standards are addressed through readings, coursework, and completion of the evidences: Domain 2: Accessing and Using Research to Improve Practice and Student Learning  * 2a - Assists colleagues in accessing and using research in order to select appropriate strategies to improve student learning * 2b - Facilitates the analysis of student learning data, collaborative interpretation of results, and application of findings to improve teaching and learning  Domain 3: Promoting Professional Learning for Continuous Improvement  * 3a - Collaborates with colleagues and school administrators to plan professional learning that is team-based, job-embedded, sustained over time, aligned with content standards, and linked to school/district improvement goals * 3c - Facilitates professional learning among colleagues * 3e - Works with colleagues to collect, analyze, and disseminate data related to the quality of professional learning and its effect on teaching and student learning  Domain 5: Promoting the Use of Assessments and Data for School and District Improvement  * 4a- Facilitates the collection, analysis, and use of classroom- and school-based data to identify opportunities to improve curriculum, instruction, assessment, school organization, and school culture   Domain 6: Improving Outreach and Collaboration with Families and Community   * 6a - Uses knowledge and understanding of the different backgrounds, ethnicities, cultures, and languages in the school community to promote effective interactions among colleagues, families, and the larger community * 6b - Models and teaches effective communication and collaboration skills with families and other stakeholders focused on attaining equitable achievement for students of all backgrounds and circumstances * 6c - Facilitates colleagues’ self-examination of their own understandings of community culture and diversity and how they can develop culturally responsive strategies to enrich the educational experiences of students and achieve high levels of learning for all students * 6d - Develops a shared understanding among colleagues of the diverse educational needs of families and the community; and e) Collaborates with families, communities, and colleagues to develop comprehensive strategies to address the diverse educational needs of families and the community  Domain 7: Advocating for Student Learning and the Profession  * 7c - Collaborates with colleagues to select appropriate opportunities to advocate for the rights and/or needs of students, to secure additional resources within the building or district that support student learning, and to communicate effectively with targeted audiences such as parents and community members |  | Texts  * Ainsworth, L. (2011). *Rigorous curriculum design: How to create curricular units of study that align standards, instruction and assessment.* Lanham, MD: Advanced Learning Press. * Balls, J., Eury, A. D., & King, J. (2011). *Rethink, rebuild, rebound (2d ed.).* Boston: Pearson. Include workbook. * Collins, J. (2005). *Good to great: A monograph to accompany Good to Great.* NY: Harper Collins. * Cornish, E. (2005). *Futuring: The exploration of the future*. Bethesda, MD: World Future Society. * Friedman, T. L. & Mandelbaum, M. (2011) *That used to be us: How America fell behind in the world it invented and how we can come back again.* NY: Farrar, Straus and Giroux * Morgan, G. (2006). *Images of organizations (updated ed.).* CA: Sage * Naisbitt, J. (2008). *Mind set!: Eleven ways to change the way you see--and create--the future.*NY: Harper Paperbacks. * Wagner, T. (2012). *Creating innovators: The making of young people who will change the world.* Scribner * Dissertation text – Cohort selected  Evidences Comprehensive Needs Assessment (CNA)  Component A: School Level CNA  Organizational Analysis (OA)  School Level OA  Stakeholder Engagement Plan (SEP)  Component A: Data Analysis and Action Plan |